



# 滬江維多利亞學校

## 2014—2015 年度上學期

### Y6 第一單元說明文評估

科目：中國語言及文學

任教老師：陳老師、李老師、石老師、何老師

通知日期：二零一四年十月六日

評估日期：二零一四年十月二十七日至十月三十一日

評估形式：口頭報告

評估項目：（CD）

題目：

選一種對人類有顯著貢獻的生物（動物或植物皆可）作介紹，指出該生物的重要特徵及其造福人類的地方。搜集有關的資料（可考慮使用圖片輔助說明），在課堂上向全班同學作口頭匯報（2—3分鐘）。

指引：

1. 對生物（說明對象）作基本介紹：品種、生長週期、生活環境、分佈、外形、功用……
2. 用心篩選搜集到的資料，詳略合宜，能突出說明對象的特徵。
3. 使用恰當的說明方法來進行介紹（例如：描述說明、分類說明、數據說明、舉例說明、比較說明）。
4. 講稿大綱須於 10 / 10 交予老師檢查，字數不得超過 150 字。（建議同學寫一份完整的講稿，在評估前多讀幾遍，把時間控制在 2—3 分鐘。）可以引用一些相關的傳說或故事，增加吸引力。

口頭匯報會根據以下標準評分

是次評估將評核標準 C、D 兩項。作答前，請細閱以下的標準細則：

<p><b>標準 C:</b></p> <p><b>作品創作</b></p>	<ul style="list-style-type: none"> <li>● 學生根據題目進行資料搜尋並撰寫口頭報告，內容能展現其洞察力；</li> <li>● 口頭報告能根據受眾的需要而作出恰當安排；</li> <li>● 運用恰當的說明手法和相關細節來介紹說明對象的特徵。</li> </ul> <p>i. produce texts that demonstrate thought from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p>/8</p>
<p><b>標準 D:</b></p> <p><b>語言運用</b></p>	<ul style="list-style-type: none"> <li>● 使用恰當而豐富的詞彙、句式及表達方式；</li> <li>● 以恰當的表達風格說話；</li> <li>● 話語符合語法規範；</li> <li>● 吐字清晰；</li> <li>● 使用適當的肢體語言。</li> </ul> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>V. use appropriate non-verbal communication techniques.</p>	<p>/8</p>

中學項目：中國語言及文學 評估準則

Criterion C: Producing text		Criterion D: Using language	
<p>The student:</p> <p>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought.</p> <p>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>iii. selects <b>extensive</b> relevant details and examples to develop ideas with precision.</p>	7-8	<p>The student:</p> <p>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</p>	7-8
<p>The student:</p> <p>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought.</p> <p>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</p> <p>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</p>	5-6	<p>The student:</p> <p>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></p> <p>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</p> <p>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</p> <p>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</p>	5-6
<p>The student:</p> <p>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought.</p> <p>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</p> <p>iii. selects <b>some</b> relevant details and examples to develop ideas.</p>	3-4	<p>The student:</p> <p>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</p> <p>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</p> <p>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</p>	3-4
<p>The student:</p> <p>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought.</p> <p>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</p> <p>iii. selects <b>few relevant</b> details and examples to develop ideas.</p>	1-2	<p>The student:</p> <p>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication</p> <p>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</p>	1-2
The student <b>does not</b> reach a standard described by any of the descriptors below.		The student <b>does not</b> reach a standard described by any of the descriptors below.	